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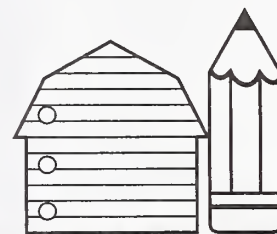
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# Ag in the Classroom

# Notes

United States  
Department of  
Agriculture



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A bi-monthly newsletter for the Agriculture in the Classroom Program. Sponsored by the U.S. Dept. of Agriculture to help students understand the important role of agriculture in the United States economy. For information, contact the AITC Director, Room 4307, South Bldg., USDA, Washington, D.C. 20250-0991. 202/720-7925.

## Ohio Children Take a Field Trip "From Past to Present"

Head Start children learned to milk a goat. Nearby, fifth graders exercised their creative thinking skills as they brainstormed about ways farm families might have used corn husks in the past. Another group of children tried their hand at transforming sisal into rope. It was all part of an Ag in the Classroom "field trip from past to present" organized by the Pickaway, Ohio, Farm Bureau.

The event was organized by Connie Angles, a teacher's aide and board member of the Pickaway County Farm Bureau. She says the idea for Agriculture Week came one day when she was talking with students in her class. "I asked the kids, 'How many have parents who farm?' No hands went up. I asked, 'How many have grandparents who farm?' No hands went up. It makes you realize they're getting far removed from farming."

More 3700 children from Pickaway County Schools received a close-up view of where their food and fiber originate. Each group of 15 to 30 students made six or seven stops chosen from over 120 displays and hands-on exhibits.

Items on display ranged from antiques to the largest harvesting equipment on the market today. Children were fascinated by the farm animals, since some had never seen a turkey that wasn't dressed for the Thanksgiving table. Others enjoyed looking at the tools and crafts, while others explored career opportunities in agriculture.

There was plenty of emphasis on safety, too. Because many children are moving to rural Pickaway County from metropolitan areas, they are often unaware that farm animals and farm machinery must be treated with respect.

Planning for the event started more than 14 months before it took place. All the county's elementary schools were invited to participate. The fairgrounds were also open one night for parents and other interested citizens to visit. Angles advises that such an event will be most successful if teachers are involved in planning "from day one." It's also important to choose a time of year when farmers are available – more than 100 volunteers shared their time at the Piscataway event. Reaching out to community groups is a good way to ensure media coverage.





## From the Director:

Another successful national conference is behind us. The New England area in July exceeded our high expectations as a conference site. The 1998 conference is scheduled to return to the Washington, DC area (possibly in nearby Virginia or Maryland). The final decision on date and location is yet to be made.

This issue of the newsletter spotlights the 1997 closing speaker of the conference, Janet Grey from Florida. Janet's story is truly inspirational. This issue also reverts to our regular format, with a Book Corner and Ag on the Internet segments.

With the conclusion of my contract at USDA, my term as Director of Ag in the Classroom is coming to an end. It has been a pleasure to serve and represent you and the Ag in the Classroom program. I hope that our paths will cross again in the future and wish you great success in reaching students with factual information about the agricultural system that provides us with such bounty. It is my hope that one day every child in every classroom will understand and appreciate American agriculture.

*Elizabeth A. Holmberg*

## Environmental Stewardship Materials Seek Common Ground

When Arthur Conan Doyle wrote *The Hound of the Baskervilles*, he painted a picture of wetlands that was held by most of his contemporaries: "Rank weeds and lush, slimy water plants send an odor of decay and a heavy miasmatic vapor into our faces, while a false step plunged us more than once thigh-deep into the dark, quivering mire, which shook for yards in soft undulations around our feet."

Today, wetlands are known to provide many benefits to humans. There are about 300 million acres of wetlands remaining today in the United States, and deciding what to do with these resources has resulted in controversies at the local, state, and national level.

As today's youth become tomorrow's leaders, they will increasingly be forced to deal with the issue of how communities can balance the need for economic growth while at the same time maintaining a healthy environment. To help them develop the skills they will need to critically evaluate options and make sound decisions, the National 4-H Council has developed the Environmental Stewardship program.

The goals of the program include helping youth:

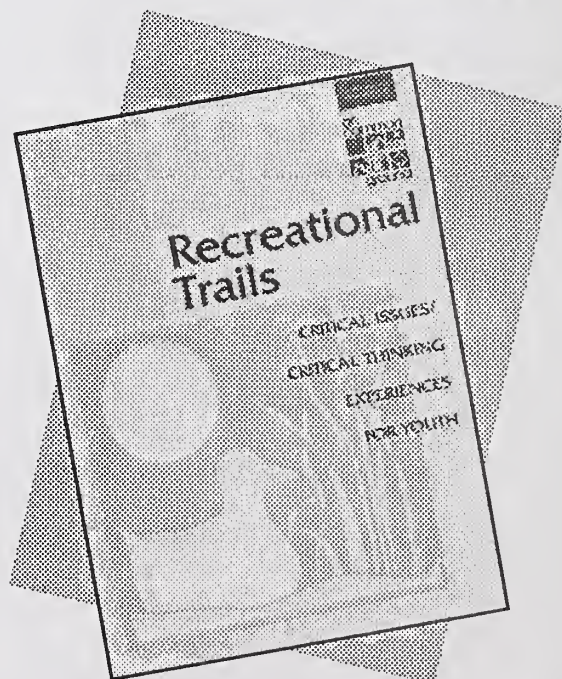
- understand ecological concepts
- build awareness of environmental issues and values

- develop scientific investigatory and critical thinking skills
- learn skills needed for effective action.

Each component of the Environmental Stewardship program features hands-on, developmentally appropriate activities designed to build critical thinking and leadership skills. Each area of the program encourages youth to develop their capacity to plan and to take effective, well-reasoned action. In addition, each piece encourages young people to take an active role in their communities.

*Continued on page 7*

*New materials by the  
National 4-H Council help  
youth practice  
collaborative decision  
making as they deal with  
environmental and land  
use issues.*





# Spotlight

## Florida Teacher Uses Her Life Experiences to Reach At-Risk Students

Each September, Janet Gray, a teacher at Turie T. Small Elementary School in Daytona Beach, Florida, is assigned to teach a class of fourth and fifth graders who are seen as potential dropouts. She's known throughout the community as an expert on reaching these difficult students. But, she explains, "I don't have a degree in exceptional student education. I have a life in that."

A high school dropout, Janet didn't earn a diploma until she was 35. Her son's first grade teacher encouraged her to earn a General Equivalency Degree. She followed up with a teaching degree at age 41 and she's been helping at-risk children ever since.

Hands-on agricultural activities have helped her excite and motivate children. From growing peanuts to raising and showing steers and heifers, Gray's students have learned many lessons about our food and fiber system. More importantly, they've learned lessons about their own talents and abilities.

"I can't" are words she doesn't allow her students to say. Each September, children arrive in her classroom to find a large paper tombstone on each desk. On it, they write all the things they *can't* do. Then, wearing black T-shirts, they go outside and bury their "I can't" messages.

Clearly, her positive attitude is contagious. When children come to Janet Gray's classroom, their absenteeism stops. Their behavior improves. And their test scores go up.

One year during African American History Month, Gray taught students about George Washington Carver. Then she asked what they knew about peanuts. The answer was – not much. So she and her students planted a peanut crop outside their portable classroom.

The next year, with the help of a business partner, the children planted five acres of peanuts. Each child had the responsibility for two long rows of peanuts. To finish their work in the garden, students arrived early and stayed late.

After harvesting and roasting the peanuts, the students made peanut brittle, which they sold throughout the county. The more than \$6000 profit helped students see the value and importance of hard work and business skills. It also helped expand the children's horizons – some of the money was used to charter a bus so the children could visit their business partner in Georgia. Most important, as students' attendance rate soared, so did their scores on standardized tests.

Gray's first class of students are now seniors. They're still in school. And they still come back to visit her. The seeds of hope she planted many years ago continue to bear fruit as her students, once designated potential dropouts, find success in school and in life.



*Janet Gray shared her story at the 1997*

*Ag in the Classroom National Conference.*



## Cris Peterson's New Book Harnesses *Horsepower*

A century ago, draft horses clip-clopped on nearly every street and dusty road in America. From their enormous strength came the term "horsepower." As author Cris Peterson explains in her new book, *Horsepower: The Wonder of Draft Horses*: "Before there were cars or trucks, horses pulled carriages full of people and wagons full of milk. Before there were tractors or combines, horses pulled plows through spring sod and corn pickers through fall fields. Some twenty-seven million draft horses were America's main source of power."

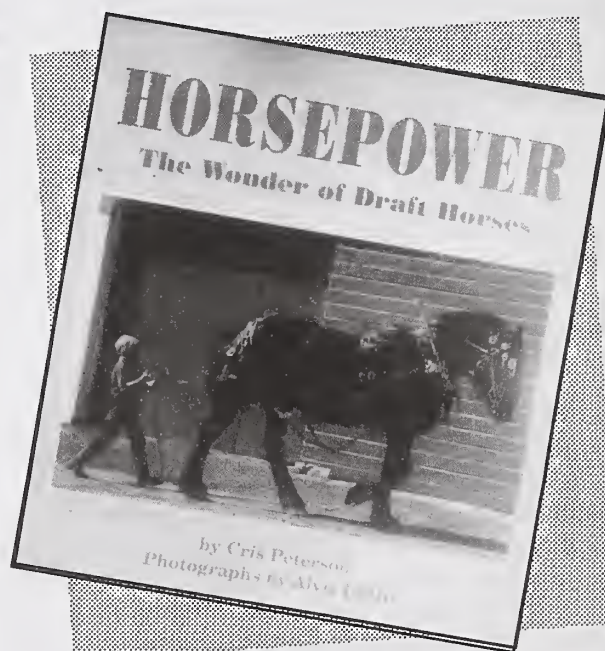
Today, there are many fewer horses at work in American agriculture. But, as Peterson says, "there are still some farms where you can hear the jingling of harnesses and the soft nicker of draft horses." Those farms are brought to life in *Horsepower*.

The book highlights three breeds of draft horses – Percherons, Belgians, and Clydesdales – and the families who care for and work with them. Designed especially for readers aged four to eight, *Horsepower* includes many interesting nuggets of information. For example, Percherons are descended from the huge medieval warhorses that carried armored knights. One "horsepower" is the amount of force necessary to raise a weight of 250 pounds from a hole 220 feet deep in one minute.

*Horsepower*, like Peterson's other books *Harvest Year* and *Extra Cheese, Please!*, is enriched by Alvis Uptis's beautiful full-color photographs. He captures horses at work and rest and includes pictures of a Clydesdale's feathery legs, a one-horse open sleigh, and a plow hitched to a dozen Belgian horses.

"It's important for children and adults to appreciate the incredible abundance and diversity of American agriculture," Peterson says. She and her family are dairy farmers living in Grantsburg, Wisconsin.

*Horsepower* is available at bookstores or from Boyds Mill Press, 815 Church Street, Honesdale, PA 18431. Single copies are \$15.95. The ISBN number is 1-56397-626-9.



*Cris Peterson's new book celebrates the work horses that made such an important contribution to American agricultural history and continue to do so today, although in far fewer numbers.*



## High Tech Farming On Video

What do satellites have to do with soybeans? What do cows have to do with computers? Plenty, according to *Tech Watch*, a new video produced by Minnesota Ag in the Classroom.

"High tech is everywhere these days," says the narrator of *Tech Watch*. To prove the point, five teenage reporters visit farms and agricultural processing facilities throughout Minnesota. From computerized herd management on a dairy farm to a ethanol fuel made from corn, the video shows the high-tech nature of agriculture. *Tech Watch* offers glimpses of some of the amazing ways science and technology have teamed up with agriculture to help make American food and fiber production efficient, effective, and environmentally responsible.

There are more than 10,000 dairy farms in Minnesota, and many of them are using technology for everything from record keeping to herd management. On a modern dairy farm, for example, cattle wear computerized collars that make it easy to track milk production. Other modern technology – this time, solar energy panels – make it possible for dairy barns to be heated or cooled as the weather demands.

High tech is a part of the plant world, too. Viewers learn how agronomists apply genetic science to biological systems to produce a variety of corn that is resistant to the European corn borer.

"Our goal is to make sure the yield ends up in the farmer's bin and isn't eaten by insects," a plant scientist says.

Computers linked to satellites are helping farmers increase yield through a technique known as "precision farming." First, the farmer takes soil samples from a variety of locations in a field. Then an agronomist analyzes the samples to create a profile of exactly what's needed – from seed to fertilizer to herbicide – at each spot in the field. Finally, a satellite receiver on the farm machinery allows for a precise application of the proper agricultural "inputs." When the crop is harvested, farmers can create a yield map that will allow them to make better planning decisions in future years.

Technology may also reduce pollution. Vegetable oil – primarily from soybeans – is now being made into biodiesel fuel. It runs cleaner and reduces emissions.

A final segment of the video shows a farmer engaged in sustainable agriculture. Viewers see how these techniques can be environmentally beneficial and profitable at the same time.

*Tech Watch*, 37 minutes in length, is designed for secondary students, but with support and adaptation may work for upper elementary and middle school youth. The Biotechnology section contains language that is quite technical, but other sections work well for younger students. Minnesota teachers can receive a free copy by writing a request on school letterhead. Out-of-state orders are \$25. To order, contact Minnesota Ag in the Classroom at M-AITC, 90 West Plato Boulevard, St. Paul, MN 55107 or call 612-296-6688.





## I N T E R N E T

## Ag on the Internet National Gardening Association Offers Grants, Growing Ideas for Teachers

Teachers who want to incorporate garden activities into their classroom should check out the web site of the National Gardening Association (NGA). The site includes lesson plans, information on how to grow plants in classrooms, and a variety of other interesting and useful information.

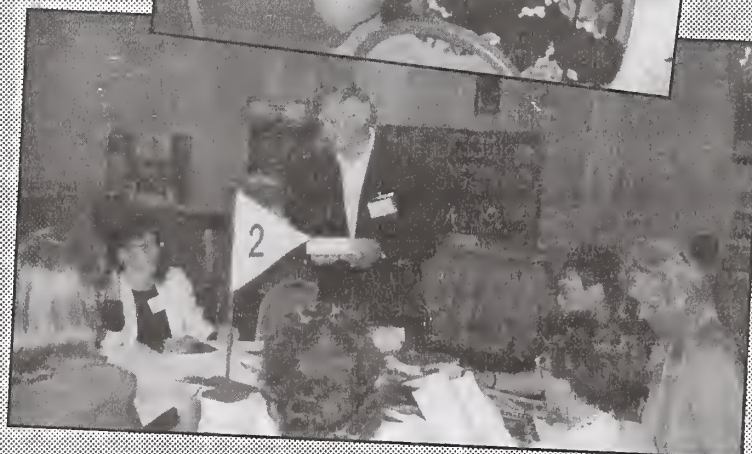
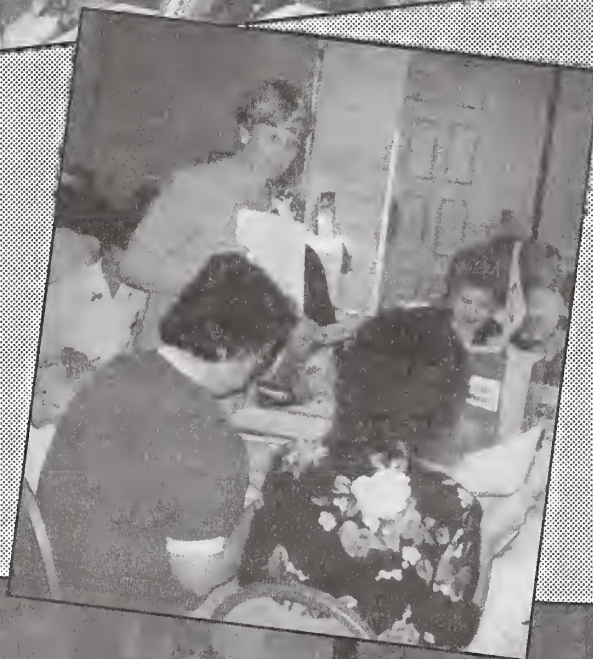
For example, one article encourages teachers to help students learn to "read" their plants: "By encouraging your class to carefully observe plants and consider their needs (while also sharing some of your horticultural hints), you can help your students become cultivators of thriving gardens and better problem solvers to boot."

The web site also offers an index to past issues of NGA's magazine. So a student doing a science project on growing tomatoes, for example, could have access to articles on the subject. Contact NGA at [www.garden.org](http://www.garden.org).

The web site also includes an application for NGA's annual gardening grant program. Each year, 300 grants worth more than \$700 provide schools and youth programs nationwide with quality tools, seeds, plants, and garden products.

Gardening programs involving at least 15 children between the ages of three and 18 are eligible. Special consideration is given for educational, social, or environmental programming; sustainability; community support; strong leadership; need, and innovation.

Those without access to the Internet can receive an application by writing to Garden Grants Dept. PS, National Gardening Association, 180 Flynn Ave., Burlington, VT 05401. Call (800) 538-7476.



**Scenes from the 1997 Conference**



*Environmental Stewardship from page 2*

The "On Common Ground" materials present youth aged 12 to 14 with information on critical environmental issues about land use: water quality, recreational trails, wetlands, and endangered species. Each includes a four-color poster and a handbook that provides lessons that allow youth to engage in critical thinking and decision making.

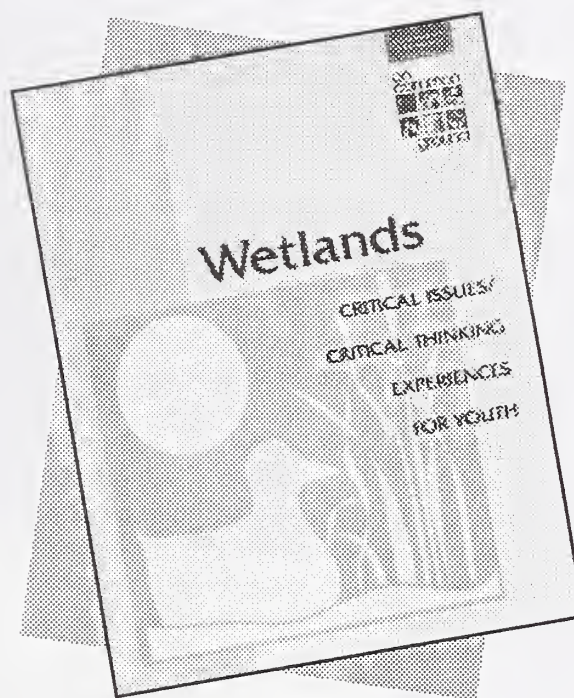
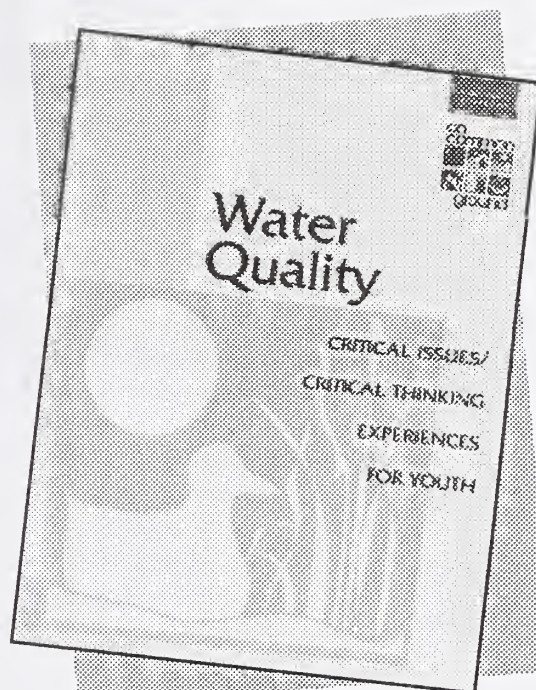
In the Wetlands materials, youth are asked to role-play a town meeting that has been called to decide whether to move a town after the latest flooding of a local, large river. Many of the area residents are farmers who would then sell their farms to the government to be converted back to wetlands. In the Water Quality materials, they act as a town council called to make a zoning decision about whether to allow development on the shores of a local lake.

Other materials in the series include *Collaborations In Action: Three Case Studies on Land Use Issues*, a self-study program to help people learn the skills they need to make collaborative problem solving a reality. *To Build a Trail* discusses trail management from design to construction to maintenance, and includes a video and a step-by-step reference book. *Finding Your Way Through the Information Maze* guides research on environmental issues and includes computer software and an easy-to-use resource guide. The *Emergency Kit* is designed to help deal with an immediate issue or crisis, focusing on collaborative methods for problem solving.

A *Building Common Ground Kit* is available for workshop leaders interested in bringing diverse groups together. It includes videos of real groups dealing with real land situations. Building Common Ground workshops are also available.

Throughout the "On Common Ground" materials, youth are encouraged to address these complex and controversial issues through reasoned discussion and debate. Then they are encouraged to take what they have learned into the community, working with others to address environmental concerns.

For more information on the "On Common Ground" materials, contact the National 4-H Council, On Common Ground, 7100 Connecticut Avenue NW, Chevy Chase, MD 20815; (301) 961-2904.





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